Step 1: Instructor Skills and Knowledge: *Effective adult education instructors demonstrate the following skills and knowledge:*

<u>Instructions</u>: The following tool is for your use in preparing your PD plan. Your self-assessment will help identify areas of strength and areas that need improvement. Read each of the statements below and rate yourself. Then determine priorities based on your work.

I	Demonstrates knowledge of content	SELF-ASSESSMENT			PRIORITY		
		NEEDS IMPROVEMENT	GOOD	EXCELLENT	HIGH	MEDIUM	LOW
1.1	Develops and maintains a knowledge base in adult learning and development	1	2	3	1	2	3
1.2	Develops and maintains an in-depth knowledge base in primary content area and in other relevant areas (i.e., literacy, ABE/GED, ESL, workplace, family education, and citizenship)	1	2	3	1	2	3
1.3	Knows how to instruct and/or refer adults who have learning disabilities and other special needs	1	2	3	1	2	3
1.4	Knows and is sensitive to demands and responsibilities of adults as workers, family members, citizens and community members	1	2	3	1	2	3
1.5	Demonstrates knowledge, skills and understanding of technology	1	2	3	1	2	3
1.6	Demonstrates effective communication skills including listening and speaking	1	2	3	1	2	3

II	Plans, designs and delivers instruction	SELF-ASSESSMENT			PRIORITY		
		NEEDS IMPROVEMENT	GOOD	EXCELLENT	HIGH	MEDIUM	LOW
2.1	Identifies and responds to learners' individual and group needs, interests and goals when developing instructional plans	1	2	3	1	2	3
2.2	Uses a variety of instructional strategies and tools appropriate to the needs of the learner including individual and group instruction	1	2	3	1	2	3
2.3	Provides opportunities for learners to use personal experiences as a context for applying knowledge	1	2	3	1	2	3
2.4	Creates and utilizes learning experiences that challenge, motivate and actively involve the learners	1	2	3	1	2	3
2.5	Engages learners in activities that require them to use critical thinking skills	1	2	3	1	2	3
2.6	Encourages collaborative learning and respect among learners through sharing ideas, asking questions, responding to others' comments	1	2	3	1	2	3
2.7	Integrates work, family and community-related activities into instruction	1	2	3	1	2	3
2.8	Effectively integrates current and appropriate media and technology as tools for instruction	1	2	3	1	2	3
2.9	Is sensitive to and accommodates diverse learning styles, abilities, cultures and experiences, including learners who have disabilities and other special needs	1	2	3	1	2	3
2.10	Creates a physical and interpersonal climate that is conducive to learning	1	2	3	1	2	3
2.11	Models communication, negotiation, decision-making and problem-solving skills for learners	1	2	3	1	2	3
2.12	Develops lesson plans that integrate instruction across content areas to maximize student learning	1	2	3	1	2	3

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III	Assesses and monitors learning	SELF-ASSESSMENT			PRIORITY		
		NEEDS IMPROVEMENT	GOOD	EXCELLENT	HIGH	MEDIUM	LOW
3.1	Collaborates with learners to identify needs, strengths and goals, and advises or refers them to appropriate programs (and levels of instruction)	1	2	3	1	2	3
3.2	Administers appropriate standardized assessment instruments consistent with KYAE guidelines	1	2	3	1	2	3
3.3	Interprets initial formal and informal assessment results with learner and develops appropriate education plan	1	2	3	1	2	3
3.4	Uses formal and informal assessment data to monitor and document learner progress	1	2	3	1	2	3
3.5	Evaluates and aligns instruction based upon learner goals, reflection and feedback, assessment results, and instructor observations	1	2	3	1	2	3
3.6	Confers with supervisors, colleagues and other community resources if special assessment is required	1	2	3	1	2	3
3.7	Manages learning activities in a technology-enhanced environment	1	2	3	1	2	3

IV	Utilizes community resources	SELF-ASSESSMENT			PRIORITY		
		NEEDS IMPROVEMENT	GOOD	EXCELLENT	HIGH	MEDIUM	LOW
4.1	Establishes and builds working relationships with community agencies and institutions	1	2	3	1	2	3
4.2	Makes referrals to community agencies or postsecondary institutions as appropriate	1	2	3	1	2	3
4.3	Uses community resources to expand teaching and learning	1	2	3	1	2	3
4.4	Informs learners about community activities and encourages participation	1	2	3	1	2	3
4.5	Uses media and technology to build student awareness of the community and world	1	2	3	1	2	3

Source: Illinois Adult Education & Family Literacy Service Center Network

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V	Demonstrates professionalism	SELF-ASSESSMENT			PRIORITY		
		NEEDS IMPROVEMENT	GOOD	EXCELLENT	HIGH	MEDIUM	LOW
5.1	Performs in a professional manner according to the standards in the Code of Ethics (704 KAR 20:680)	1	2	3	1	2	3
5.2	Exhibits a positive attitude toward teaching as a vocation and values the well-being and achievement of each learner	1	2	3	1	2	3
5.3	Assesses personal strengths and weaknesses as a basis for developing a professional growth plan	1	2	3	1	2	3
5.4	Participates in relevant professional development activities to achieve professional goals and to enhance the quality of instruction	1	2	3	1	2	3
5.5	*Contributes to the profession of adult education through self-directed study, research and interaction with colleagues	1	2	3	1	2	3
5.6	Uses technology resources to engage in ongoing professional development and lifelong learning	1	2	3	1	2	3
5.7	Advocates literacy at the local and state level and explains the impact of under-education on employment and society	1	2	3	1	2	3

VI	Manages operations	SELF-ASSESSMENT			PRIORITY		
		NEEDS IMPROVEMENT	GOOD	EXCELLENT	HIGH	MEDIUM	LOW
6.1	Maintains knowledge of program regulations, policy and procedures	1	2	3	1	2	3
6.2	Collects and manages accurate data for program improvement and accountability	1	2	3	1	2	3
6.3	Follows procedures and guidelines in planning, purchasing and maintaining materials and equipment	1	2	3	1	2	3
6.4	Participates in the recruitment, retention and follow-up of learners	1	2	3	1	2	3

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VII	Implements technology (The instructor uses technology to support teaching and learning; assess and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, learners, and the community; and conduct research.)	SELF-ASSESSMENT			PRIORITY		
		NEEDS IMPROVEMENT	GOOD	EXCELLENT	HIGH	MEDIUM	LOW
7.1	Operates a computer and uses a variety of software	1	2	3	1	2	3
7.2	Uses terminology related to computers and technology appropriately in written and verbal communication	1	2	3	1	2	3
7.3	Demonstrates knowledge of the use of technology in business, industry and society	1	2	3	1	2	3
7.4	Demonstrates basic knowledge of computer, printers and other peripheral parts and attends to simple connections and installations	1	2	3	1	2	3
7.5	Uses the computer to do word processing, create spreadsheets, access electronic mail and the Internet, make presentations, and use Web-delivered curriculum to enhance professional productivity and support instruction	1	2	3	1	2	3
7.6	Designs lessons that use technology to address diverse learner needs and learning styles	1	2	3	1	2	3
7.7	Practices equitable and legal use of computers and technology in professional activities	1	2	3	1	2	3
7.8	Facilitates the lifelong learning of self and others through the use of technology	1	2	3	1	2	3
7.9	Explores, uses and evaluates technology resources, software, application and relate documentation	1	2	3	1	2	3
7.10	Applies research-based instructional practices that use computers and other technologies	1	2	3	1	2	3
7.11	Uses computers and other technology for individual and small group learning activities	1	2	3	1	2	3
7.12	Uses technology to support multiple assessments of learner outcomes	1	2	3	1	2	3

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Step 2: PD Needs and Priorities

Instructions: List the standards for which you circled 1 for Self-Assessment <u>and</u> 1 for Priority.

STANDARD (NEED & HIGH PRIORITY)	WORKSHOPS & SELF-DIRECTED ACTIVITIES TO ADDRESS THE NEED & PRIORITY

STEP 3: PD Goal Identification

Answering the following questions will help you create your professional goal.

1. From the self evaluation you completed and the area of need you identified in **Step 2**, what is the primary goal you want to achieve in your practice this year? Remember a SMART goal is:
- Specific—*What? Why? How?*
- Measurable—*be able to see progress*
- Attainable
- Realistic—*do-able*
- Timely—*set a timeframe; put an end on your goal*

Write your goal in the space below:

2. Aligning your goal with your program's goal is important to do. How does your goal align with your program's goals?

3. Achieving your goal will help your students accomplish what? Check all that apply.

☐ Enter employment   ☐ Retain employment
☐ Earn a GED   ☐ Enter postsecondary education
☐ Improve math skills   ☐ Improve reading skills
☐ Stay in the program long enough to achieve their goals
☐ Improve job performance

Now that you've completed your self-review, you're ready to transfer the information to PDtrack. Go to https://pdtrack.kyvae.org and create your plan.

We hope this planning form was helpful.
KYAE Professional Development Staff